

# *Documenting the Work:*

## *Sharing Arts Integration with a Broader Audience*



Product

AND

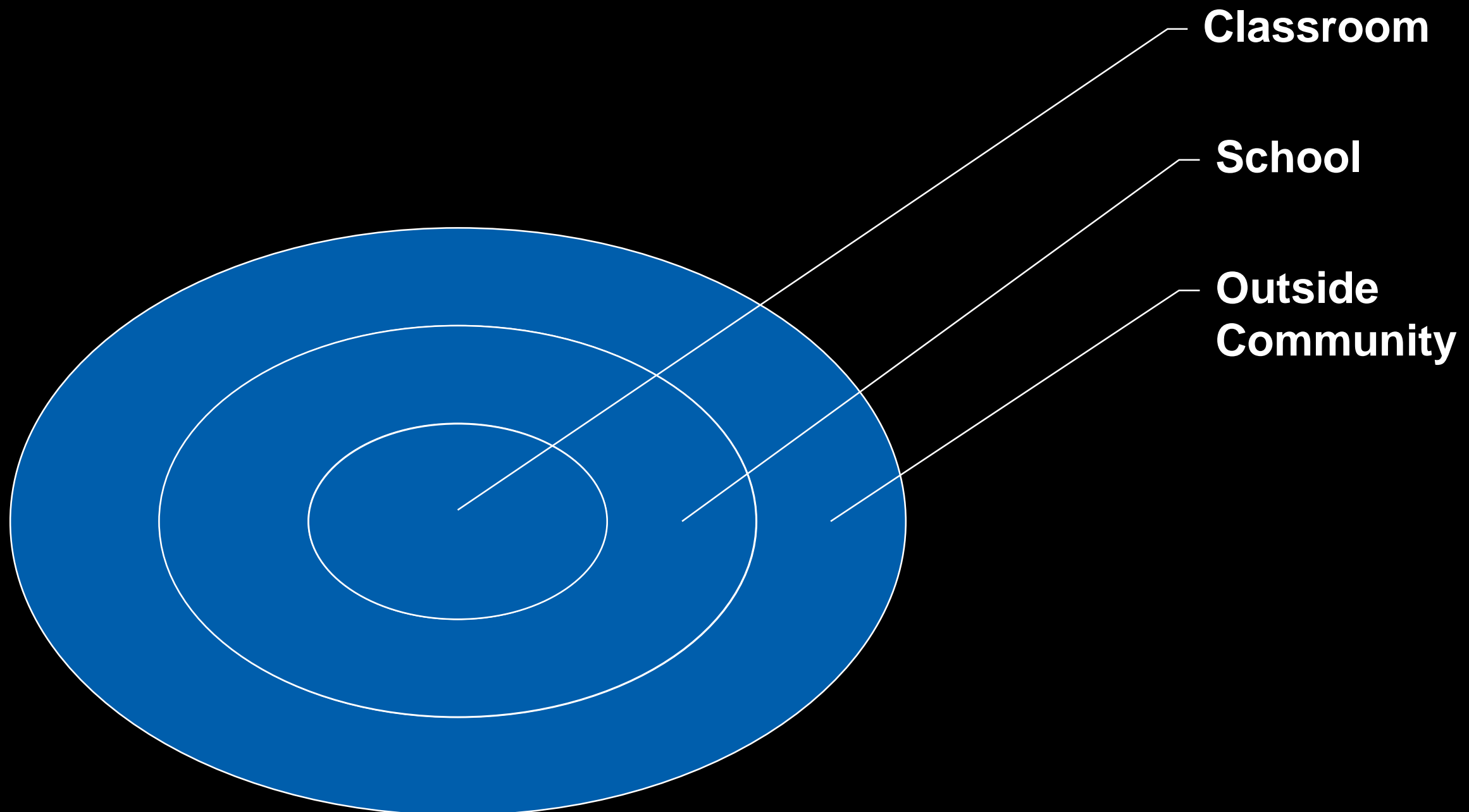
Process



# Audiences

<b>CLASSROOM COMMUNITY</b>	<b>SCHOOL COMMUNITY</b>	<b>OUTSIDE COMMUNITY</b>
Students who created the work  Artists/teachers who facilitated the work	Students  Teachers  Administrators  Parents	Arts Organizations  Funders  Arts Education Community  Publishers

# Purposes

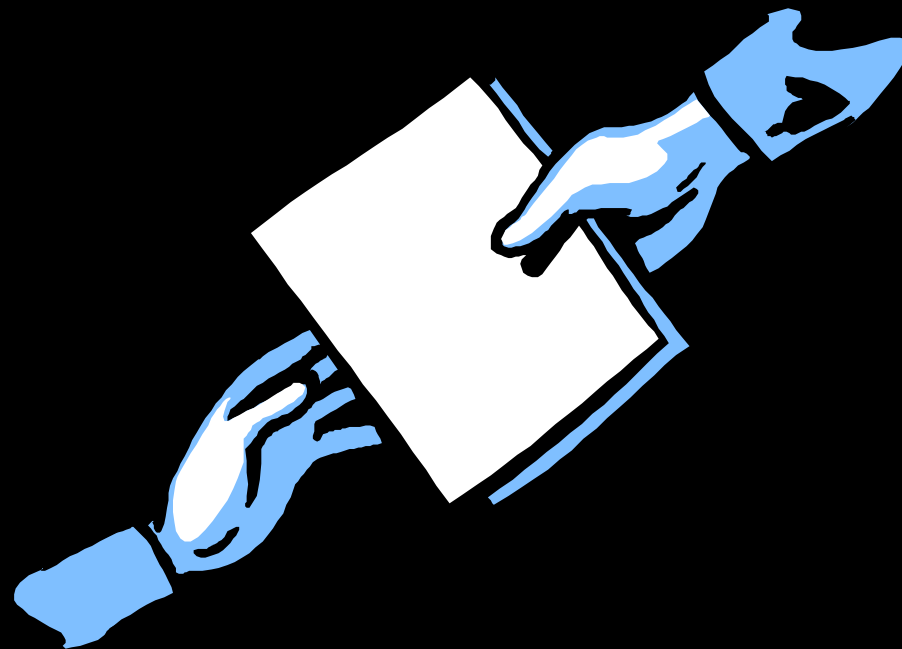


# Formats

Displays



Publications



Digital Narratives



# Components

- Objectives/Standards (art form and other subject area)
- Process (photos of students with captions)
- Products
- Student Reflections
- Teacher Reflections



Description  
including  
Rationale

Title

Steps with verb heading  
and explanation of each  
step

Student and  
Teacher Reflections

Observe

Observe

Inter

Inquire

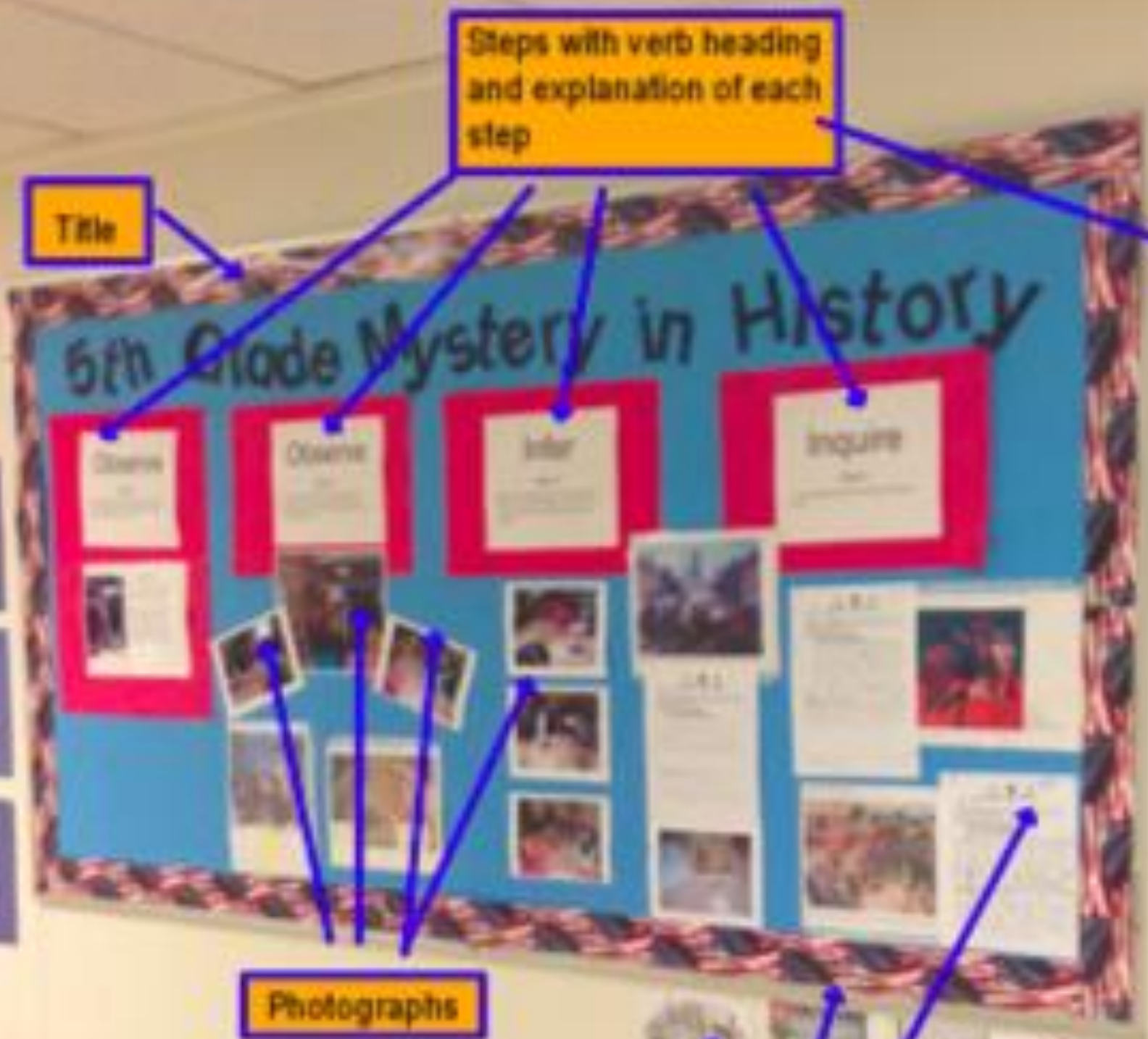
Reflect

Objectives  
Art &  
Content  
Area

Photographs

Student Work examples

Potomac Elementary  
Potomac, MD





# Objectives

2014 Standards

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

2014 Standards

Standard 1

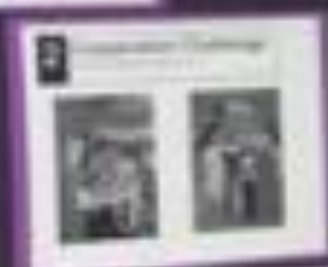
Standard 2

Standard 3

Standard 4

Standard 5

## Process



## Retelling

## Stories

## Through

## Tableaus

## Products

## Reflections

### Beginning

### Middle

### End





# Objectives

# Process

## 1 Read Aloud



## 2 Cooperation Challenge



## 3 Plan Tableau



## 4 Create Tableau



Through

Tableaus

Products

Reflections

Beginning



I think that you are  
a really good thing  
that you are  
teaching.



I think I can  
do it and you  
are my teacher.

Middle



I think I can  
do it and you  
are my teacher.



I think I can  
do it and you  
are my teacher.

End



I think you are  
a great teacher  
that.



I think I can  
do it and you  
are my teacher.



I think I can  
do it and you  
are my teacher.

I think I can  
do it and you  
are my teacher.

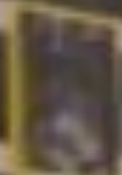


I think I can  
do it and you  
are my teacher.

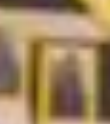
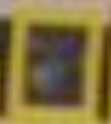
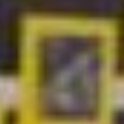
Teacher Reflection

I think I can  
do it and you  
are my teacher.





...Work in progress...

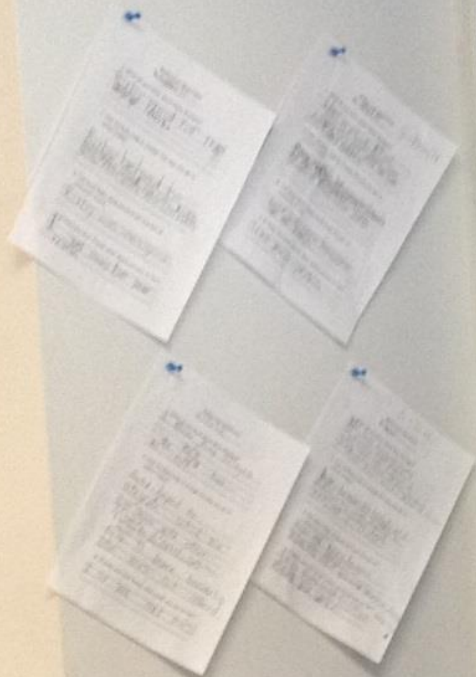
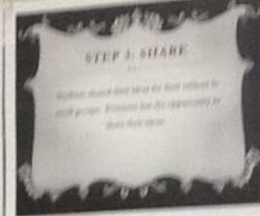
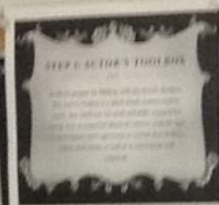
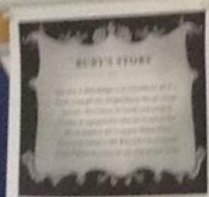
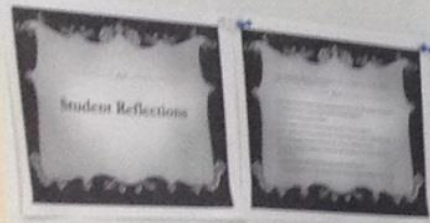


...SINGING THE CURRICULUM... S





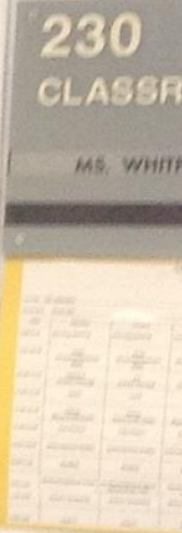
# TABLEAU of RUBY BRIDGES



DEPUTY  
U.S.  
MARSHAL



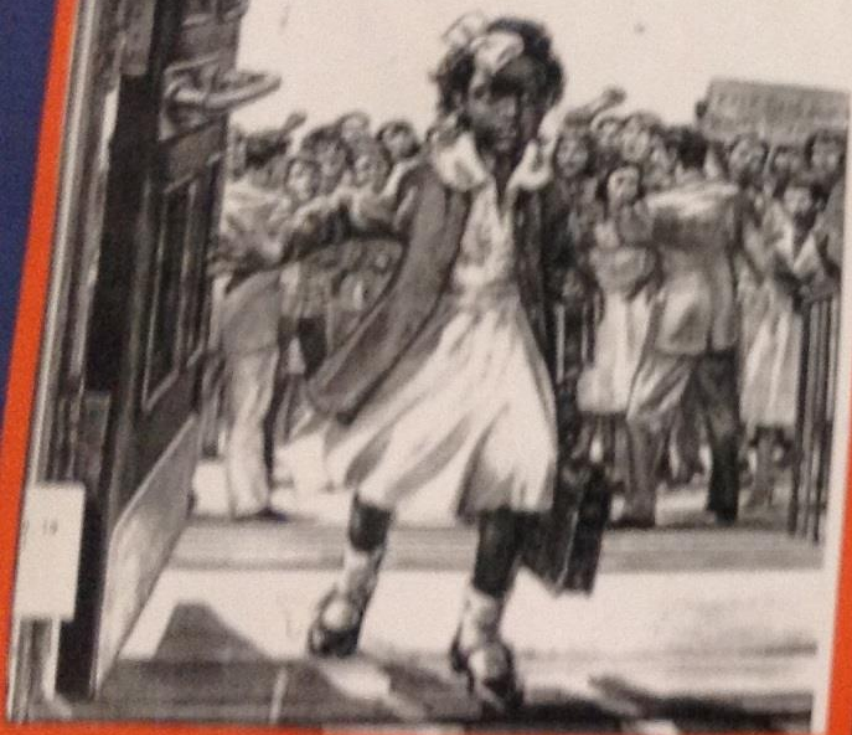
DEPUTY  
U.S.  
MARSHAL





# The Story of RUBY BRIDGES

by ROBERT COLES  
Illustrated by GEORGE FORD



## RUBY'S STORY

The story of Ruby Bridges is an extraordinary tale of a heroic young girl who changed history through courage and faith. She is known for bravely confronting the hostility of segregationists when she became the first African American girl to integrate William Frantz Elementary School in 1960. Ruby had to be escorted by Federal Marshals to keep her safe when going to school.



## STEP 1: ACTOR'S TOOLBOX

Students prepare for Tableau with the Actor's Toolbox. The Actor's Toolbox is a silent ritual, underscored by music, that reinforces the tools and skills required for acting. It is an important physical contract students sign to demonstrate their agreement to control their bodies, voices, and minds, as well as to concentrate and cooperate.

## STEP 2: THINK

Students worked together in groups to create a tableau, which means living picture, of key vocabulary words related to the story of Ruby Bridges such as segregate, integrate, brave, kindness.

# Segregate



DRIDC

### STEP 3: SHARE

Students shared their ideas for their tableau in small groups. Everyone has the opportunity to share their ideas.

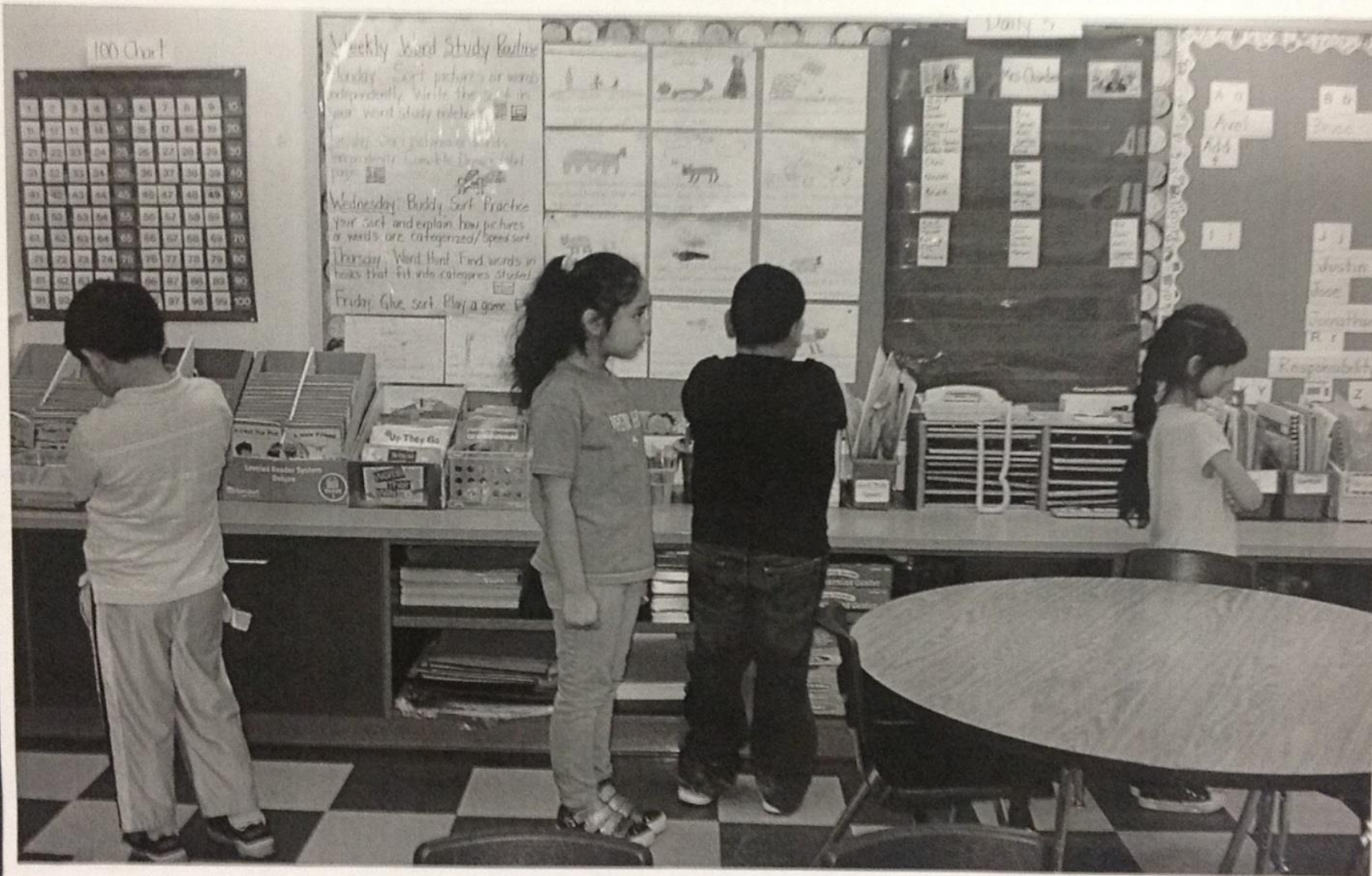
### STEP 4: PLAN

Students select an idea and come up with a plan for making the tableau.

ntegrate



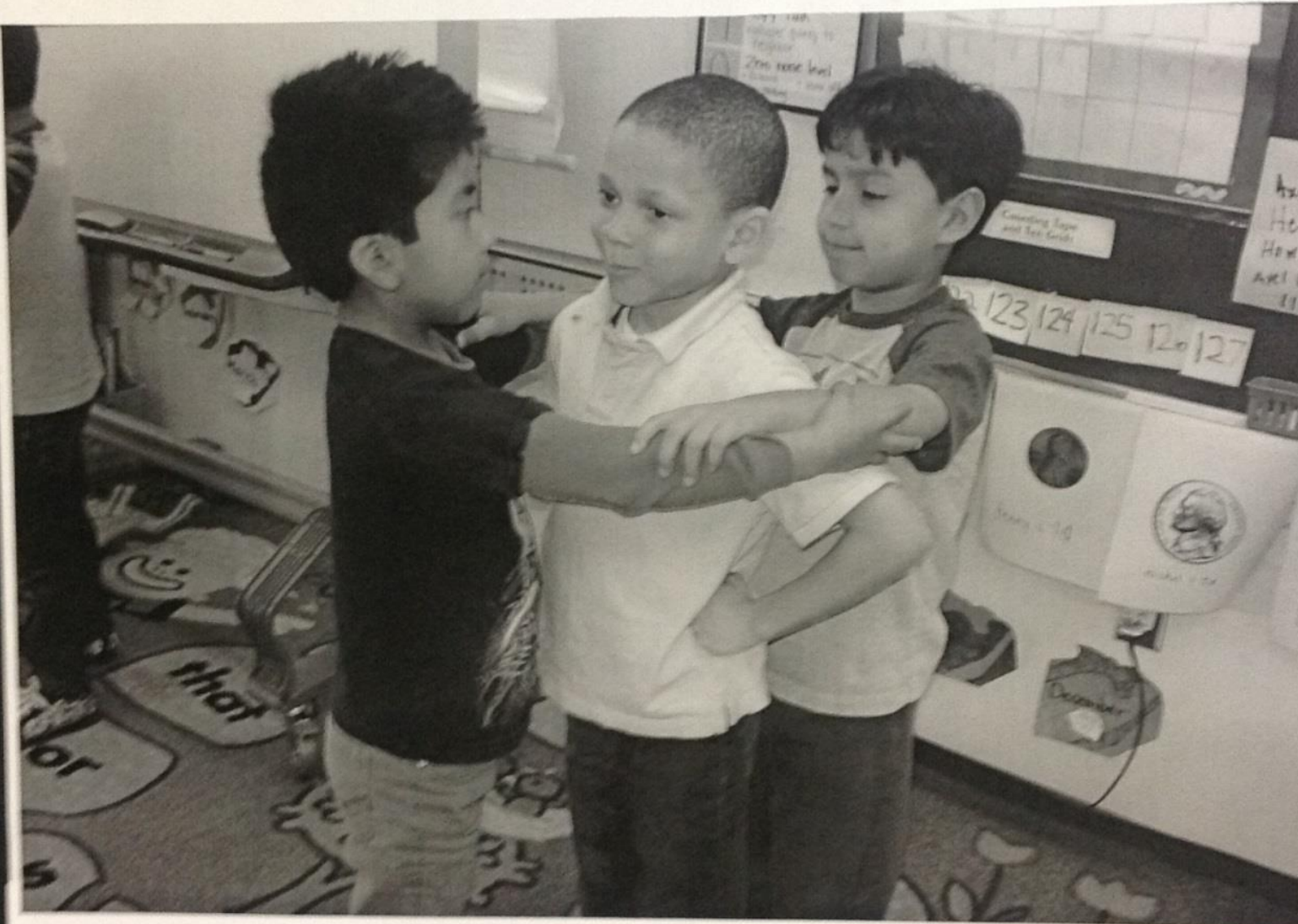
# Segregate



**Students create a tableau demonstrating their understanding of the word segregate. Segregate in Ruby's story is when black children and white children could not go to the same schools.**

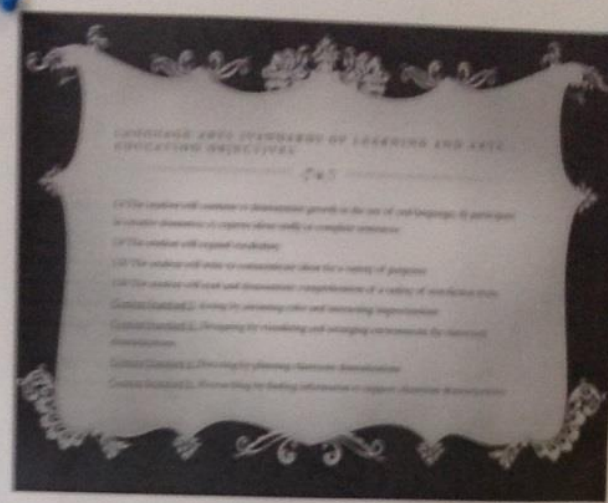
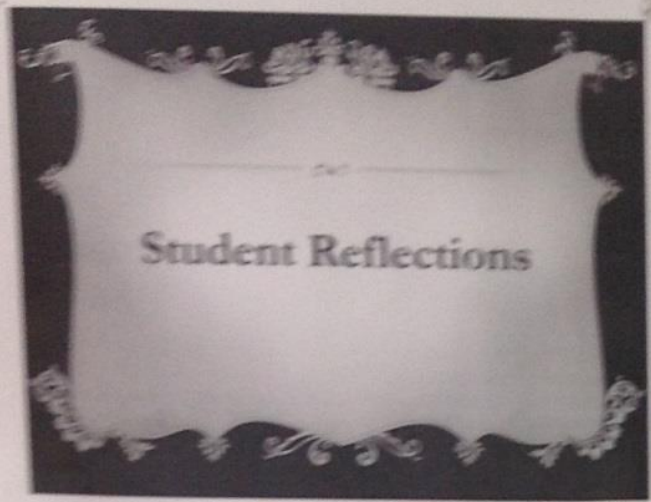


# Integrate



Students form a tableau on the vocabulary word integrate. The term integrate means for all racial groups to be brought together





Reflection Questions  
By Wendy  
1. What do you know about Ruby Bridges?  
She was the first African American girl to integrate the white school.  
2. How did Ruby help to change the way you go to school today?  
She helped to make schools more diverse.  
3. Tell about Ruby using words from the list of character traits.  
She was brave and strong.  
4. If Ruby was your friend, what would you say to her?  
I would say be brave.

Reflection Questions  
By Wendy  
3-6-14  
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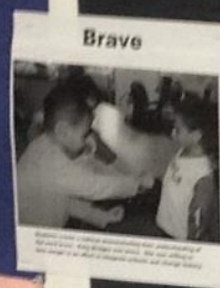
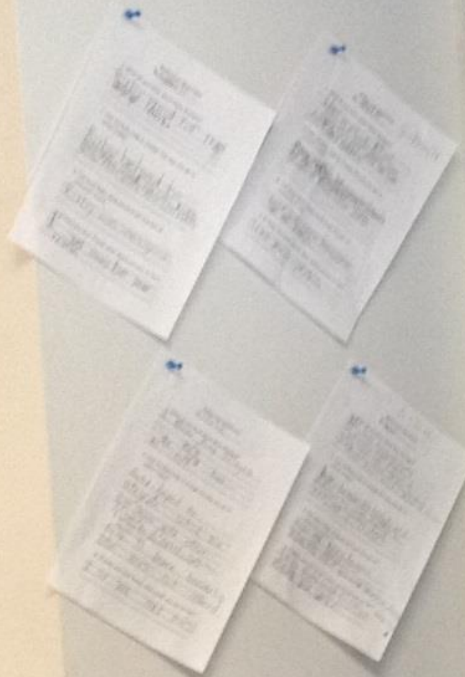
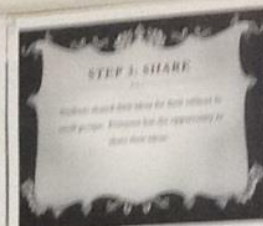
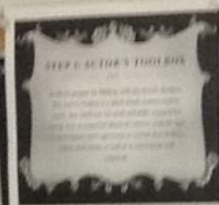
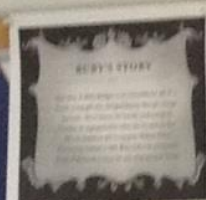
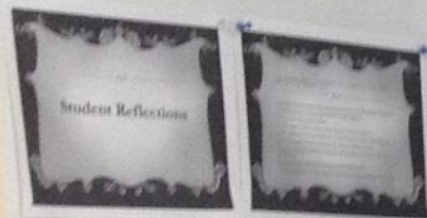
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# TABLEAU of RUBY BRIDGES



230  
CLASS

IAS, WHITE



American

Indians

Readers

Theater

The

Objectives

Process

Product

Reflections



**Visual Studies**

**SQL.2.2a.1:**  
The student will compare the lives and contributions of American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.



**Oral Language Objectives**

1.3 The student will demonstrate an understanding of the importance of oral language in the lives of Native Americans.  
a. Create and participate in oral language activities.  
b. Create and participate in oral language activities in the context of a story or play.  
c. Create and participate in oral language activities in the context of a play or story.  
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**Drama Objectives**

Based on the National Theatre Standards of Learning, students will create voices and dialogue that reflect the lives of Native Americans in the past and present.

Step 1



Step 2



Step 3



Step 4



Product



Product



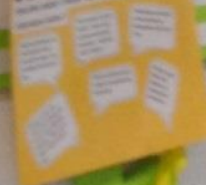
Product



Product



Reflections





ians  
nwest

es with Drama in  
nd Grade Class



# Objectives

# Process

## Social Studies

**SOL 2.2a.1**  
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peoples of the  
Southwest.

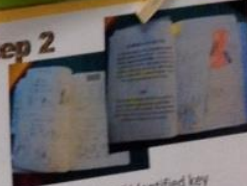


## Step 1



Students deepened their understanding of Pueblo Indians of the southwest by listening to a book read aloud about their land and way of life.

## Step 2



Students read text and identified key information about the Pueblo Indians their social studies notebooks to gain more knowledge.

## Step 3



Students read a reader's theater script written by the teacher about the Pueblo's environment. Teacher instructed how to add gestures and sound effects with reading. They then performed at full school morning meeting.

## Step 4



In groups students wrote their own reader's theater script to show their understanding of the Pueblo Indians culture.

## Step 5



## Oral Language Objectives

- 2.1 The student will demonstrate an understanding of oral language structure.
- a) Create oral stories to share with others.
  - b) Create and participate in oral dramatic activities.
  - c) Use correct verb tenses in oral communication.
  - d) Use increasingly complex sentence structures in oral communication.
  - e) Use self-correcting errors in language use.
- 2.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking range of interests and knowledge.
  - b) Use words that reflect a growing range of ideas orally.
  - c) Clarify and explain words and ideas orally.
  - d) Use vocabulary from other content areas.
  - e) Use vocabulary for different purposes: to inform, to persuade, to entertain.
- 2.3 The student will use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
  - b) Share stories or information orally with an audience.
  - c) Participate as a contributor and leader in a group.

## Drama Objectives

- Based on the National Theatre Standards of Learning*
- Students will create voices and dialogue that fit various characters in a reader's theater script.
  - Students will create sound effects, gestures, and facial expression that fit various characters.
  - Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.

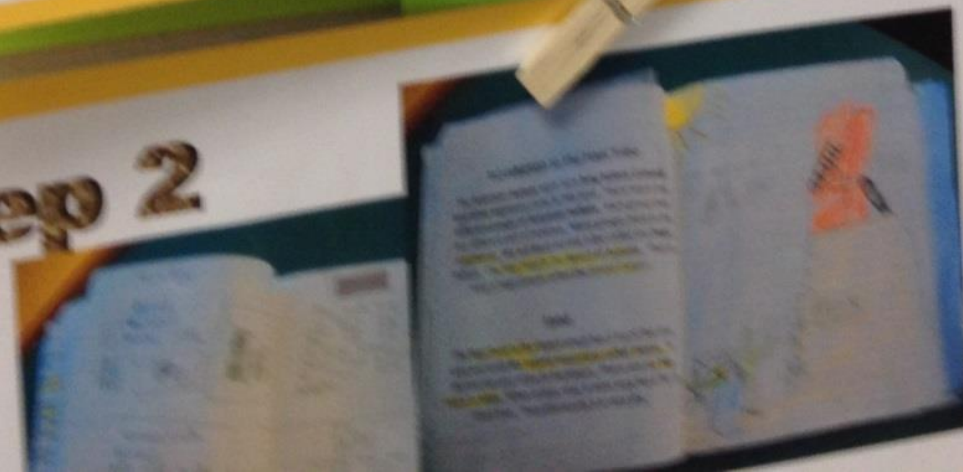


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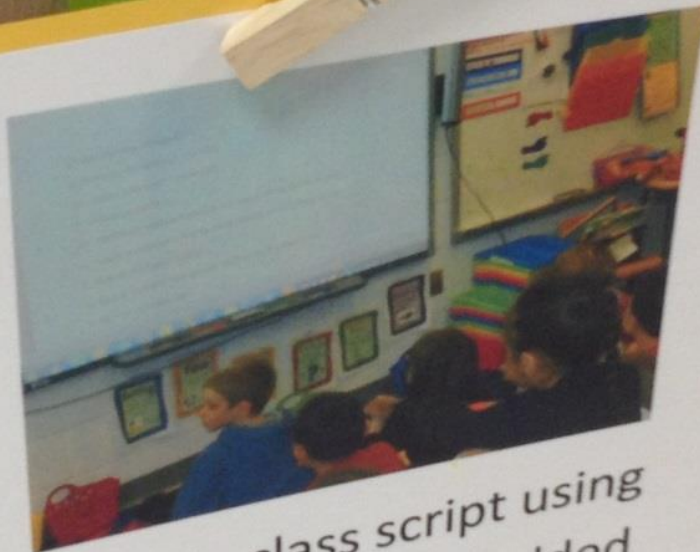


...te their own reader's  
...nding of



In groups students wrote their own reader's theater script to show their understanding of the Pueblo Indians culture.

## Step 5



The class created a whole class script using parts of the group scripts. Students added dialogue, sound effects, and gestures to their reader's theater to show their understanding.



# Product

Learning 3: Understanding Product Design

Product Design is the process of creating a product that meets a need or solves a problem. It involves a series of steps, from identifying a need to creating a final product.

**Steps in the Product Design Process:**

1. Identify a need or problem.
2. Research and gather information.
3. Generate ideas and concepts.
4. Develop a design solution.
5. Create a prototype.
6. Test and evaluate the prototype.
7. Refine the design.
8. Produce the final product.

**Key Concepts:**

- Function:** The purpose or use of a product.
- Form:** The shape and appearance of a product.
- Materials:** The substances used to create a product.
- Manufacturing:** The process of producing a product.
- Marketing:** The process of promoting and selling a product.

**Product Design Examples:**

- A chair designed for comfort and durability.
- A car designed for speed and safety.
- A house designed for shelter and security.
- A computer designed for processing information.
- A smartphone designed for communication and entertainment.

# Product



# Product





American

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**Social Studies**

SQL 2.2a.1:

The student will compare the lives and contributions of American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.



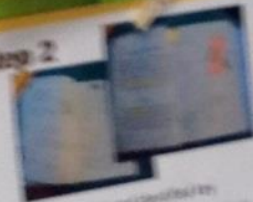
**Oral Language Objectives**

- 2.1 The student will demonstrate an understanding of oral language conventions.
  - 2.1.1 Create and participate in oral presentations.
  - 2.1.2 Use context and nonverbal cues to understand oral communication.
  - 2.1.3 Use appropriate language conventions in oral communication.
  - 2.1.4 Engage in oral communication with confidence.
- 2.2 The student will demonstrate an understanding of oral language conventions.
  - 2.2.1 Create and participate in oral presentations.
  - 2.2.2 Use context and nonverbal cues to understand oral communication.
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Step 1



Step 2



Step 3



Product



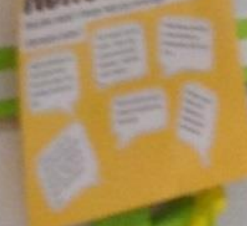
Product



Product



Reflections





The Kennedy Center

CEA

Changing Education Through the Arts

